

Impacting Academic Motivation in Students

Based on 2012-2013 My Voice Survey Data

The following charts display the connection between Academic Motivation and the Quaglia Institute for Student Aspiration's 3 Guiding Principles—Self-Worth, Engagement, and Purpose—and two important variables related to relationships—teacher support and peer support. The Impact Index represents the combined strength of two data points: the “odds” that a variable will impact academic motivation, and the percentage of students who do not agree with the statements that make up each variable. Statements used in calculating the variables are listed on the next page.

For example, the Impact Index of 6.0 indicates that Engagement is an important area on which to concentrate because when Montana students are engaged in school they are 15 times more likely to be academically motivated, *and* 40% of Montana students do not feel engaged in school. The purpose of this Impact Index is to help educators focus energy on variables that could most significantly improve student academic motivation. Data was compiled by the [Quaglia Institute for Student Aspirations](#) and are based on student responses to 2012-2013 My Voice survey.

MONTANA	Impact Index	Guiding Principles Impacting Student Academic Motivation
Self Worth	2.3	5x more likely to be academically motivated
		46% of students in Montana do not have a sense of self-worth
Engagement	6.0	15x more likely to be academically motivated
		40% of students in Montana do not feel engaged in school
Purpose	2.6	16x more likely to be academically motivated
		16% of students in Montana are not oriented to their future

MONTANA	Impact Index	Relationship Variables Impacting Student Academic Motivation
Teacher Support	3.4	8x more likely to be academically motivated
		42% of students in Montana do not feel supported by teachers
Peer Support	1.7	3x more likely to be academically motivated
		55% of students in Montana do not feel supported by their peers